Motivation: Plan*Revise*Prevail*Achieve
[Common Reading Program: The Dressmaker of Khair Khana]
First Year Florida
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Goals:
1. Assess motivation in our daily lives
2. Link personal motivation to the motivation that was portrayed in The Dressmaker of Khair Khana
3. Encourage students to set individual goals based on their unique motivation

 Procedures:
• Introduce topic with video from espn.go.com (http://search.espn.go.com/josiah-s-time/videos/6): “Josiah’s Time”; watch from 2:26 to 8:24 and briefly discuss how Josiah’s determination to play baseball prevailed despite his debilitating disease [How does this relate to Kamilla’s actions in The Dressmaker of Khair Khana or to our own drive for success?] → 8 minutes
• Disperse double-sided handout to each student and, using the “Check Me Out: Motivation” side (see attached), allow students to privately evaluate what they are motivated by, why they are motivated by such things, when are they not motivated, how do they know this, etc. → 5 minutes
• Begin discussing CRP regarding the motivation that the dressmakers relied on to succeed and refer back to personal assessments →15 minutes
  • Were Kamila and her sisters motivated intrinsically or extrinsically? How about Josiah? Or us?
  • How did the girls discover motivation? Was it only due to the Taliban’s entrance into Afghanistan? How did they continue to find motivation? (Seeking out store owners to purchase their dresses)
    • Networking: How can our own proactivity lead to continued motivation?
  • Did Kamila’s interests ever change, whether by choice or by force? (teaching to dressmaking)
    • When might our own interests change? (fluctuating majors) How could we accommodate those deviations?
  • How did Kamila accommodate her own deviations and alter her goals along the way? (from her dressmaking business to her dressmaking training school) How did she utilize her past interests and skills in her revised endeavors?
    • How might we achieve similar results?
• Prompt students to turn over their handout to the “Checkpoint” side (see attachment); allow them to work individually → 7 minutes; encourage them to ThinkPairShare with a partner to help flesh out one another’s goals and to identify similar or contrasting styles of motivation/goal setting → 3 minutes
• Culminate the class period by presenting a potential class service project (one that would be separate from their community outreach project and which could serve as an extra credit opportunity) → 8 minutes
  • i.e. Little Dresses for Africa [a non-profit organization that sends simple dresses, typically made from pillow cases, to girls in Africa]; provide an example of a suitable dress; set an accommodating date (potentially at night or on a weekend) through www.doodle.com, even if only a handful of students are interested

Evaluation:
Since this lesson is predominately discussion and personal reflection based, students will receive a participation grade for the period by attentively watching video clip, actively engaging in discussions and intently filling out their assessment/checkpoint handout.

Materials:
• access to computer and projector to show video
• “Check Me Out: Motivation”/“Checkpoint” handouts
• prepared www.doodle.com that already includes co-instructors available dates and times for extra-credit service project
• The Dressmaker of Khair Khana
• example of Little Dresses for Africa dress

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